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ABSTRACT

A study was conducted to assess the impact of Indochinese refugees on the California community colleges through the identification of the number of refugees, a description of their needs, and an analysis of the resulting implications for college programs and budgets. Findings, based on existing data from the colleges and state and federal agencies, included the following: (1) 34% or 192,000 of the Indochinese refugees in the United States were residing in California; (2) the main reasons for settling in California were family reunification, climate, support services and communities, and an urban cosmopolitan environment; (3) 45% of the refugees were 17 or younger and 39% were between 18 and 34 years of age; (4) 65% of the refugee population was receiving public assistance as of March 1981; (5) an estimated 41,448 refugees enrolled in California community colleges in fall 1981, representing a 41.6% increase over fall 1980 figures and accounting for 15% of college enrollment growth; and (6) 80% of those enrolled were taking six or more units and nearly 55% were attending college full time. The impact on college programs has been felt most in the areas of English as a Second Language, student services, and in the need for additional staff, services, and programs. Study conclusions emphasize the important role of community colleges in providing bilingual and vocational education and their inability to fully meet refugee needs within existing budget restrictions. Data tables are appended. (HB)

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IMPACT OF INDOCHINESE REFUGEES

ON

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE
ANALYTICAL STUDIES UNIT

SACRAMENTO
MARCH, 1982

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ON
CALIFORNIA COMMUNITY COLLEGES

TABLE OF CONTENTS

	PAGE
PREFACE	i
SUMMARY	1
BACKGROUND	3
Refugee Population	3
Demographics	4
Prior Employment	5
Public Assistance	5
Prior Education	6
Educational Needs	6
IMPACT	7
Enrollment	7
Student Profile	8
Programmatic Impact	9
Existing Programs and Services	10
Fiscal Implications	10
CONCLUSION	13
APPENDIX	14
Introduction	14
Tables 1 - 16	16

PREFACE

The settlement of Indochinese refugees in California accounts for about two-fifths of the nation's total and is increasing. Refugees typically need education in such areas as English-as-a-Second-Language and occupational training in order to become productive citizens.

California Community Colleges are in a unique position to provide the educational services needed by refugees. However, other demands, declining federal support, and limited state funds make it difficult for colleges to fully meet the needs of Indochinese refugees.

This report is an effort to assess the impact of Indochinese refugees on the California Community Colleges. While accurate information is limited, it is possible to identify the number of refugees, describe their needs, and to analyze the resulting implications for college programs and budgets.

Channing Yong of the Chancellor's Office Analytical Studies Unit gathered the information and prepared analyses for this report. Questions about the report should be directed to the Analytical Studies Unit.

Charles McIntyre
Director of Analytical Studies

March, 1982

IMPACT OF INDOCHINESE REFUGEES ON
CALIFORNIA COMMUNITY COLLEGES

SUMMARY

Information contained in this report indicates that the impact of refugees upon California Community Colleges is substantial and increasing. The report's major findings are as follows:

1. As of December, 1981, California had at least 192,000, or 34 percent, of the estimated Indochinese refugees in the United States. However, this estimate does not account for the large secondary migration to California. After adjusting for secondary migration, California has approximately 40 percent of the United States Indochinese refugee population.

2. From June 1979 to October 1981, the United States admitted an average of 14,000 Indochinese refugees per month for resettlement. During that period, between 5,000 and 6,000 Indochinese refugees settled in California each month due to primary and secondary migration. Beginning in October, 1981 the Federal Government has reduced the number of Indochinese refugees to be admitted. At present, approximately 3,500 refugees per month settle in California.

3. Family reunification, availability of refugee support services, job opportunities, established and supportive Indochinese communities, warm climate, and urban environments are the principle reasons for the large secondary migration to California.

4. The typical newly-arriving Indochinese refugee is a young, non-English-speaking male with limited education and few transferrable occupational skills and experiences. He is from a family unit having at least five members and receives public assistance longer than prior Indochinese refugees. By November 1980, nearly two-thirds of the Indochinese refugee population in California were receiving public assistance.

   The Indochinese refugees are younger as a whole than the general United States population. About 40 percent of the refugees are between 18 and 34 years of age while 45 percent of the refugees are 17 years or younger. Fifty-eight percent of the refugee arrivals are male. Nearly 39 percent of the refugees live in households of five to eight family members. Almost 84 percent of the refugees do not speak or comprehend English.

5. Approximately 29,000 Indochinese refugees attended California's Community Colleges during the 1980-81 academic year. The most heavily impacted colleges were in Los Angeles, Orange, San Diego, Santa Clara, and San Francisco Counties.

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6. Indochinese refugees accounted for about one-seventh of the eight percent total increase in community college average daily attendance (ADA) during 1980-81. This year, it is estimated that refugees will comprise more than one-fifth percent of a possible total ADA increase of 4.4 percent.

7. Available student data indicates that 80 percent of the refugees are enrolled in six or more credit units. By contrast, only 54 percent of all community college students enroll in six or more units. Most refugees attend noncredit classes more than ten hours per week because of the emphasis upon English-as-a-Second-Language courses and vocational courses which have extensive laboratory hours.

8. State of California General Fund support attributable to the ADA generated by Indochinese refugees enrolled in community colleges amounted to more than $27 million in 1980-81. In addition, local property tax support for ADA generated by Indochinese refugees amounted to more than $7.9 million. Federal government support for refugees enrolled in community colleges through the Refugee Act, Vocational Education Act and student financial aid programs amounted to about $8 million.

IMPACT OF INDOCHINESE REFUGEES ON
CALIFORNIA COMMUNITY COLLEGES

BACKGROUND

The resettlement of Vietnamese refugees in the United States began with the fall of the Saigon government in 1975. These Vietnamese refugees were considered to be in danger if they remained in Vietnam because of their affiliation with either the Saigon or the United States government. Since 1975, a succession of military actions, economic failures, famine, social and political upheavals in Cambodia, Laos, and Vietnam have caused hundreds of thousands more refugees to flee. President Carter announced on June 28, 1979 that the United States would double its resettlement of Indochinese refugees to admit 14,000 per month. California's share of Indochinese refugees has increased from one-fourth of the nation's total in January 1976 to about two-fifths in 1981. Beginning October 1, 1981, the number of Indochinese refugees admitted to the United States was reduced to 100,000 per year by the Reagan administration.

Refugee Population

Statistics published by the Refugee Resettlement Information Exchange Project (December, 1981) indicate California has the largest number, 192,105 (34 percent) of the 565,757 Indochinese refugees in the United States (see Table 1). Texas has the second largest Indochinese refugee population with 51,097 (nine percent of Indochinese refugee total in the U.S.). It is important to note these figures do not include adjustments for secondary or tertiary migration. At present, approximately 3,500 Indochinese refugees per month are expected to come to California from Indochina and from other states. The Department of Finance estimated, after adjustments for secondary migration and underregistration, that approximately 208,000 Indochinese refugees resided in California as of September, 1981.

The large influx of refugees to California began in 1975 with the resettlement of the first Vietnamese refugees. In the Spring of 1975, several federal reception centers were established to process Vietnamese refugees. Camp Pendleton in Southern California became a relocation center for a very large number of primary refugees. Many of these first refugees were settled in California because of the sponsorships developed here. They were subsequently joined by family members and friends, who were resettled initially in other states. They formed the core refugee communities which would serve as a major force in the current migration of refugees to California.

The main reasons for settling in California cited by primary and secondary refugees are:

1. family reunification;

2. availability of refugee support services and job opportunities;

3. existing established and supportive communities;

4. warm climate, which is much closer to the tropical weather to which refugees are accustomed; and

5. urban, cosmopolitan environment which offers more job opportunities and support services.

Preliminary findings by the U. S. Department of Health and Human Services suggests that the availability of jobs is more important than family reunification to recent refugees choosing relocation once they are within the United States. This finding is supported by data from a study of secondary migration among Indochinese refugee families conducted between May 1975 and October 1980 by the Luthern Social Services of Wisconsin and Upper Michigan. Study findings reported by Kathleen M. McInnis in her article "Secondary Migration Among the Indochinese; Wisconsin Study" show that the highest level of secondary migration occurs among unskilled workers who first settled in areas with populations under 11,000 where there were few minorities and limited job opportunities. California was cited as the most frequently given location for the secondary migration.

California counties with the most Indochinese refugees as of March 1981 were Los Angeles, Orange, San Diego, Santa Clara, San Francisco, Alameda, Sacramento, San Joaquin, Contra Costa, San Bernardino, Monterey and Fresno (see Table 2).

Demographics

Immigration and Naturalization Service statistics as of January 1979 indicate most of the newly arriving Indochinese refugees to be younger than the general United States population (see Table 3). Forty-five percent of the refugees were 17 years or younger, and 39 percent of the refugees were between 18 and 34 years of age as of January 1979. The percentage of males among the recent refugee arrivals is 58 percent while females represent 42 percent of new refugees. Some 39 percent of the refugees live in a household of five to eight family members and 23 percent of the refugee households are composed of nine or more family members (see Table 4).

From 1978 and 1979 surveys, the Department of Social Services estimates that over 55 percent of the oldest persons in the Family Budget Unit were between the ages of 20 and 40 years old, the prime age group for employment. The average age for 1979 was 33.5 years old. The average number of persons in the Family Budget Unit has remained stable at 3.4 persons. However, over 35 percent of all IRAP cases are one-person cases.

Major ethnic groups among the Indochinese refugees are the Vietnamese, Cambodian, Hmong, Laotian, and ethnic Chinese. They have differing languages, cultural values, lifestyles, educational levels, religions, and social organizations. These findings suggest the likelihood of a

high dependency ratio heightened by their limited job skills and little or no English-speaking proficiency. The diverse ethnic backgrounds of the Indochinese refugees presents special problems in helping refugees become self-sufficient. This diversity increases the need for several approaches, more resources and staff to help the refugees to learn English and adjust to American society.

Prior Employment

The employment status prior to arrival in the United States of the head of Indochinese families receiving public assistance has remained essentially the same between 1978 and 1979. About one of six IRAP payees was unemployed in their native land while three of six of the payees were employed prior to their arrival. Of the remaining one-third of the payees, one-fourth of the refugee payees reported their employment status as unknown and five percent of the survey sample were children. There was a significant decrease between December 1978 to December 1979 in the number of payees who were employed in service occupations. There were slight increases among the more recent refugees who were industrial (skilled), clerical, farmer, military service, and fisherman (see Table 5).

Public Assistance

The Refugee Act of 1980 established a limitation on Federal reimbursement for costs of cash assistance for refugees. Starting April 1, 1981, all federal reimbursement of cash assistance expenditures for refugees expires as they reach the end of their third year after arrival in this country. Thereafter, the refugees who have been in the United States for three years or longer are subjected to the same eligibility and funding provisions as indigenous welfare recipients. The state and counties will have to pay their usual share of the funding of any cash assistance benefits claimed by refugees who have been in this country three years or longer.

The fiscal impact of the Refugee Act of 1980 upon the State and counties is considerable. The Department of Social Services estimated 100 percent federal funding ceased for over 10,000 refugee cases on April 1, 1981. Unless the refugees are aided to become self-sufficient, welfare costs for the state and counties may be expected to increase substantially as more refugees reach the end of their third year in this country.

The Department of Social Services estimates that as of March 1981, California's refugee population receiving public assistance was 115,778 or 65 percent of the total Indochinese refugee population in California (see Table 6). In their report "Indochinese Refugee Assistance Program, Characteristic Study - April 1980", the Department of Social Services describes several changes among recent refugee recipients.

Newly arriving refugees appear to be receiving aid for longer periods of time than prior refugees. The percentage of time on aid for refugees in California from 13 to 24 months has increased from 84 percent to 94 percent. A comparison between the 1978 and 1979 survey of refugees on aid for 12 months or less showed an increase from 77 percent to 91 percent of time on aid.

The Department of Social Services surveyed Indochinese refugees receiving public assistance in 1978 and 1979. A comparison of the two years indicates that recent refugee arrivals are less equipped than earlier refugees to become self-sufficient. The percentage of non-English-speaking refugees has increased from 70 percent in 1978 to almost 84 percent in 1979. The percentage of families with any income other than Indochinese Refugee Assistance Program (IRAP) grants has also decreased from 33 percent to 22 percent. The average monthly gross income of refugee families with income was $387 as of December 1979.

Current Indochinese refugees apply for assistance sooner than did prior Indochinese refugees. In 1979, over 82 percent of the refugees applied for assistance within one month of their arrival in California as compared to 67 percent of the refugees in 1978. This may be a consequence of the newer arrivals bringing fewer resources with them and being more informed about the welfare assistance available.

Prior Education

The educational level of the 1979 IRAP payee is lower than the educational level for the 1978 IRAP payee. Almost 30 percent of the payees have less than a ninth grade educational level in 1979 compared to 27 percent in 1978. Significant decreases in both the percentage of refugee payees who had graduated from high school and the number of payees who had attended college were noted (see Table 7).

Educational Needs

The U. S. Department of Health and Human Services and the U.S. Department of Education published a report, "Service Delivery Assessment on Refugee Resettlement, July, 1981," which indicates that Indochinese refugees who arrived after 1978 are less educated, less urbanized and less skilled than the Indochinese refugees who arrived prior to 1978. The post-1978 refugees also are using public welfare in larger numbers and for longer periods of time than pre-1978 refugees.

According to the report, there has been a significant increase in the number of Indochinese refugees that are sponsored by fellow refugees who are only marginally resettled themselves. In some estimates, as many as 50 percent of the new refugee arrivals are sponsored by other refugees, generally through family reunification. Refugees arriving through these sponsorships are less likely to receive adequate orientation, English and/or vocational training, or employment because their sponsors lack sufficient orientation and knowledge to help them.

Another important finding deals with the need to modify many existing English-as-a-Second-Language (ESL) curriculums. The traditional ESL approach is oriented toward students who have attended school and who read and write in their native tongues. According to this report, this approach is highly effective in teaching English to westernized refugees, but it is often ineffective for instructing the recent Indochinese refugees who

cannot read or write in their own languages. A few schools have successfully modified their ESL curriculum to meet the unique needs of these refugees. Modifications which appear to improve learning among nonreading adults include:

- o Separating students who cannot read from those students with previous formal education.

- o Using bilingual teachers and/or aides to help students who cannot read and are unfamiliar with western culture.

- o Emphasizing usable English rather than reading, writing and grammar.

- o Increasing the intensity and frequency of instruction.

The report described several exemplary resettlement programs. Three community colleges' programs were among those described. One community college combines ESL with vocational education in auto mechanics, welding, typing, and printing. These six-month, full-time courses are conducted for five hours per day in three shifts so that refugees can schedule the courses around their work hours. Another community college teaches English to illiterate refugees by combining ESL, bilingual, action-oriented and student-oriented approaches to learning. A third community college, under contract with a major electronics firm, provides ESL classes on the plant site for the refugee employees. Supervisors act as aides and provide on-the-job assistance in problems.

IMPACT

Indochinese Enrollments

While Indochinese refugees constitute only three percent of total community college enrollments, they (refugees) have accounted for 15 percent of enrollment growth during the past two years. It is estimated that the number of Indochinese refugees enrolling in California Community Colleges during Fall 1981 was 41,448. This enrollment was up by 41.6 percent over the figure of 29,261, estimated for the Fall 1980 (see Table 8). Average daily attendance (ADA) of refugees for the Fall 1981 is estimated to be 25,914, up 38 percent from Fall 1980 which, in turn, was up by 80 percent from Fall 1979.

The largest enrollment impact has occurred in districts within Los Angeles, Orange, San Diego, San Francisco, Alameda, Santa Clara, Sacramento and San Joaquin counties. The following enrollment estimates were reported by the districts to the Chancellor's Office in a recent Indochinese Growth Impact Survey.

San Francisco reports there were 9,150 Indochinese refugees in attendance (approximately 23 percent of the total refugee enrollment in community colleges statewide) during the Fall 1981 term (see Table 9). Nearly 15 percent of the statewide refugee enrollment attend San Diego Community College District which had 5,898 refugees in attendance for Fall 1981. Rancho Santiago estimated 5,439 refugees and Los Angeles reported 3,707 refugees in Fall 1981.

San Diego experienced a 56 percent increase in enrollment from Fall 1980 to Fall 1981, the largest actual numerical increase (2,123) among the districts. Los Angeles had the second largest numerical increase of refugees (2,111) over their Fall 1980 enrollment of 1,596 refugees.

Rancho Santiago had the third largest increase (1,563) of refugees over a Fall 1980 refugee enrollment of 3,876.

Analysis of ADA for state supported noncredit classes shows substantial growth in districts where the largest refugee populations are found. The refugee-impacted districts reported noncredit ADA increase of 42 percent for 1980-81 over 1979-80. All other districts' noncredit ADA increased 32 percent for 1980-81 over 1979-80 (see Table 10). The impacted districts accounted for nearly 75 percent of the 1980-81 noncredit ADA statewide. Much of the change in noncredit ADA is due to the effect of Indochinese refugees upon ESL enrollments.

Actual enrollments do not accurately reflect the numbers of refugees wanting to enroll in the ESL, VESL, and vocational classes. Fiscal as well as programmatic limitations have prevented a large number of refugees from enrolling in these programs.

The number of refugees wanting to enroll in the ESL and VESL courses will continue to grow as more refugees arrive in California from overseas and other states. The demand for these courses by refugees may also grow significantly from large number of Indochinese children in K-12 who have been identified as limited-English-speaking and non-English-speaking. The Office of Bilingual Bicultural Education within the California Department of Education has determined through language proficiency instruments that Indochinese now represent the second largest non-English-speaking and limited-English-speaking ethnic group in California (see Table 11). A sizeable number of these children can be expected to attend community colleges in the near future and need further help in acquiring English skills.

A recent survey conducted by the Chancellor's Office indicates that 13 percent of those who received EOPS grants and/or services for 1979-80 school year were Indochinese refugees or out-of-state students. A comparison of the total number of refugees or out-of-state students who received grants or services for the 1979-80 school year with similar students receiving aid for the 1980-81 school year shows a 48 percent increase (see Table 12A). The total number of refugees who recieved state aid to defray tuition/fees costs for 1980-81 was 2,490. This represented an increase of 68 percent over the number of refugees receiving similar aid in 1979-80 (see Table 12B). Not all colleges had reported the requested information at the time these figures were computed, however.

Refugee Student Profile

The Indochinese refugee student population is slightly younger than the general student population. Over half of the refugee students range in age from 20 to 29 years, while only about 41 percent of the general student population are from 20 to 29 years-of-age. Sixty-four percent of the refugee students are male. The opposite situation exists for the general student population where males only comprise 44 percent of the population.

The majority (82 percent) of all students in Fall 1980 were enrolled in credit courses. Based upon the limited data available, refugee students tend to be more evenly enrolled between credit and noncredit courses. Nearly 55 percent of the refugees attend full-time, as opposed to only 25 percent of the overall student population. Of the overall student population enrolled in credit courses, 48 percent of the students were enrolled in fewer than six units. By contrast, just 18 percent of the refugee students who enroll in credit courses attempt fewer than six units. The majority of refugee students taking credit classes were enrolled for six or more units. (These findings are based upon the Chancellor's Student Information System. Unfortunately, the data was incomplete in that not all districts had reported at the time of this survey. The preliminary student data does however, provide an indication of how the refugee students differ from the general student population.)

The Indochinese refugee students differ greatly among themselves with respect to the ethnicity, culture, and language.

This diverse ethnic background results in a diversity of needs for general education, vocational training, and acculturation. Some existing programs may not be able to fully satisfy such needs without expansion and modification.

Problems posed by the large numbers of the Indochinese refugees attending community colleges are compounded by the varied backgrounds of the Indochinese students. During 1980-81, the San Diego Community College District found the ethnic backgrounds of their 3,073 Indochinese students were:

	NO	%
Vietnamese	883	28.7
Vietnamese Chinese	545	17.7
Laotian	663	21.6
Lao Hmong	631	20.5
Lao Chinese	15	0.5
Cambodian	285	9.3
Cambodian Chinese	51	1.7
Total	3,073	100.0

Programmatic Impact

Surveys by the Chancellor's Office show that the influx of refugees has impacted several instructional programs and support services. English-as-a-Second-Language, certain vocational job entry programs, and academic remedial programs have been particularly affected. Both the number of refugees and their lack of English communication skills present problems for existing ESL programs. The Indochinese who lack any English communication skills need to be taught separately from those who have some skills in English. Vocational instructors in electronics, automotive mechanics, and business-related courses encounter difficulties instructing refugees because of their lack of English comprehension skills. Many recently-arrived refugees are less educated than prior Indochinese refugees and their presence is increasing in remedial programs in mathematics, reading, and science.

Nearly all areas of support services have been affected by the influx of refugees. Financial aid has been particularly affected. Demands on staff time have increased in other support service areas as well. Tutoring, counseling, health, admissions and placement services have reported increased demands on staff by refugee students. Most support services need staff who are familiar with both the American and Vietnamese culture and who can speak Vietnamese, Cambodian, Laotian and other Indochinese languages or dialects.

Most colleges report the need for additional staff, courses, and programs which, in most cases, cannot be met due to fiscal limitations. The limited resources have placed the refugees in competition with other ethnic groups for similar services and financial aid. There is concern about the growing tension between native born students and Indochinese students.

Existing Programs and Services

Preliminary information from a recent Chancellor's Office survey reveals eight community colleges with bilingual programs specially designed for Vietnamese and seven colleges with bilingual programs designed for Chinese The survey identified 48 colleges with bilingual programs specifically designed for the Spanish language. Some colleges with large numbers of Indochinese refugees have bilingual programs with Spanish as the target language but no program specifically designed for Vietnamese (see Table 12C). These colleges may lack the resources and funds to add bilingual programs to serve only the Indochinese students' particular needs.

Responses to a 1980 survey by Patricia Katz describe the most critical needs of Vietnamese students. English language instruction, vocational training combined with career counseling, special culturally-adaptive courses along with peer counseling to lessen social adjustment difficulties, and financial aid are mentioned as the most critical needs. Seventeen colleges responding to this survey assign individuals to work closely with Vietnamese students in the area of career education. Nine of 18 colleges who assign personnel specifically to counsel or provide tutorial assistance to Vietnamese students also have individuals assigned to help Vietnamese students with career education.

Fiscal Implications

A large number of Indochinese refugees are expected to resettle in California for many more months, if not years, to come. Because of current fiscal limitations, the Indochinese refugees must compete with disadvantaged Americans and other population segments with special needs for educational services.

While the influx of refugees results from federal immigration policy, there is little federal aid for providing postsecondary education to these individuals (see Table 13). Last year, California provided for four-fifths of the community college costs generally attributable to refugees. In the current year, an added $1 million in apportionments is being distributed specifically to those districts where refugee enrollment growth is reported to be the largest.

Increased funding has not been commensurate with the growth in refugees. During the recent three years, refugees have accounted for over 17 percent of total community college ADA growth which, depending upon 1981-82 results, may exceed 13 percent. In 1980-81, for example, total ADA grew by eight percent while refugee ADA grew by nearly 80 percent over the prior year (see Table 8). Only 48 percent of the total three-year ADA growth has been fully funded due to constraints on apportionments. Moreover, the additional growth potential (due to refugees, unemployment, and other factors) which is known to exist but which has not been served is impossible to estimate.

Indochinese refugees accounted for two percent of the total student population in 1980-81 and generated 18,827 ADA or almost three percent of total 1980-81 ADA (see Table 8). The refugees accounted for 15 percent of the state total 1980-81 ADA growth over 1979-80 ADA.

The state's 1980-81 community colleges' apportionment cost for refugees based upon estimates of ADA generated by the Indochinese refugees and average 1980-81 apportionment per ADA was approximately $27.5 million (see Table 13). Local property tax support for ADA generated by the Indochinese refugees for 1980-81 was approximately $7.9 million. About 80 percent of the refugees are enrolled for six or more units. This finding suggests the actual amount of the state apportionment for ADA generated by the refugees may be even higher than the estimates given here depending upon the actual number of refugees enrolled in the community colleges.

Educational Opportunity Grant programs (EOP) and the Extended Opportunity Programs and Services (EOPS) are state programs providing grants, counseling and/or tutorial services to disadvantaged students. An estimated 8,354 Indochinese refugees and out-of-state students received EOPS grants and/or services during 1980-81, through February 27, 1981 (see Tables 12A and 12B). The estimated state total of EOP financial aid grants awarded to refugees in 1980-81 was approximately $2.7 million (see Table 13).

The State supports other special programs for Indochinese refugees and other non-English or limited-English-speaking groups through the State's Fund for Instructional Improvement. Five separate projects were identified in 1980-81 as projects designed to benefit the refugees. The total costs for these projects was $30,463. A description of these projects is shown on Table 14A. In 1981-82, the total costs of such projects will be $69,218 (see Table 14B).

Under the Refugee Act of 1980, the federal government funds ten California community college districts for services offered to Indochinese refugees. During 1980-81, this source provided $3,540,167 (see Table 15A). Services include English-as-a-Second-Language courses, vocational English as-a-Second Language, vocational education, and employment services. For 1981-82, a total of $1,106,465 was provided to seven community college districts through March 31, 1982 (see Table 15B). It appears that federal Refugee Act support during the current year will be half that provided last year.

Two special projects of benefit to Vietnamese refugees at San Jose City College and Evergreen College were supported by Vocational Education, Subpart 3 funds. The amount of federal support for these two projects was nearly $100,000 (see Table 16).

The federally-sponsored Basic Educational Opportunity Grants (now termed Pell Grants) program provided an estimated $4.6 million in financial aid to refugees attending community colleges during the 1980-81. (This estimate was developed by the Chancellor's Office Specially Funded Program Unit.) Students who received EOP grants and/or services generally received Pell grants as well.

Costs of educating refugees are likely to increase due to the probable increase in number of refugees attending community colleges and the classload taken by most refugees. The continued influx of refugees to California as well as the refugees growing knowledge of services open to them will increase both the enrollments and costs.

Federal cutbacks in the Refugee Act, Vocational Education Act and in student financial aid will be difficult to replace from already limited state funds. Many of the special projects funded by the Refugee Act may need to be curtailed or ceased. Even combining these projects' functions with other programs would limit the number of refugees who could participate since they would be competing with other disadvantaged students.

Expected cutbacks in Pell Grants and other forms of federal student financial assistance will be particularly difficult for the state to assume since these Basic Grants are the "floor" or base upon which all other aid is built. The likely outcome of federal cutbacks will be a reduction in the total number of students receiving financial assistance and a decrease in the amount of financial assistance received by each student.

There has been virtually no analysis of the positive contribution made by community colleges to the resettlement of refugees. However, there is indirect evidence. For example, an analysis by San Diego Community College District shows the positive economic impact of their noncredit vocational program. During the 1980 calendar year, 2,595 persons from the program were placed in positions with a projected annual income of about $28 million reducing the government support in unemployment insurance and welfare by an estimated $7 million. This program produced a total positive economic impact of over $35 million. A substantial number of refugees were involved in this program.

Conclusion

California's Indochinese refugee population, already the nation's largest, will continue to grow significantly for some time due to refugees coming directly from Southeast Asia and refugees relocating from other states. The percentage of refugees receiving public assistance is also significantly increasing. Community colleges began to experience the impact of refugees in their existing ESL and vocational programs in 1980 and this impact is continuing. Expecially impacted are the large urban community college districts in Southern and Northern California. While many community colleges already had ESL and vocational programs prior to the influx of refugees, many programs either are not suited to meeting the special needs of refugees or are not large enough to accommodate both the needs of the general community as well as the needs of the refugees. Budget restrictions have impaired the colleges' ability to make programmatic changes and to serve the growing number of refugees.

The three year limitation in the Refugee Act on federal reimbursement of cash assistance expenditures affects California and several of its counties in a significant way. The Department of Social Service estimates that in April 1981, federal funding for over 10,000 cases ceased and the counties and the state assumed their usual share of the cost of the cash assistance benefits for these refugees.

Descriptions of refugee demographics suggest that an increasing percentage of the refugee population will receive public assistance and for longer periods of time unless they become economically self-sufficient. Community colleges, because of their experience in providing bilingual and vocational training, are well suited to provide these services to refugees. Present budget restrictions do not allow the colleges to meet fully the special needs and demands of refugees, while, at the same time, serving the needs of the general community.

It is likely that the costs of offering the necessary language and vocational training to help refugees become self-sufficient are far exceeded by the benefits derived from a reduction in the number of publicly-supported individuals.

Additionally the community colleges in the future may be asked to provide similar instruction, training and services to other refugee groups. California, with a reported 5,451 Cuban entrants, has the fourth largest population of resettled Cubans according to the "Refugee Reports, Volume II, 29." Through resettlement, California's percentage of Cuban entrants can be expected to increase. The United Nations estimate of worldwide refugees as of June 1, 1980 is 16 million (one million in Ethiopia; four million in Cambodia; 0.9 million in Afghanistan; 0.7 million in Zaire; and 0.5 million in Somalia). There is a need for California's community colleges to implement programs specifically designed for refugees, and to modify existing programs to accommodate the special problems of refugees.

APPENDIX

INTRODUCTION

This report is an attempt to provide pertinent and accurate information about the impact of Indochinese refugees upon California Community Colleges. Although much effort has gone into ensuring the accuracy of the information, most of the data reported are approximations or estimates.

The most common difficulty encountered in compiling information for this report was the lack of source data. Information about Indochinese refugees, is not routinely collected by the colleges. Consequently, most of the colleges were able to report only estimates of their refugee enrollments.

Methods and techniques for collecting information about the Indochinese refugees differ between colleges. Some colleges reported estimates based upon their English-as-Second-Language enrollments. Others use the number of immigrants and refugees enrolled as the basis of their estimates. A few of the colleges count the number of students enrolled with Indochinese surnames.

Within this report, Indochinese refugees should be considered as all persons admitted to the United States as parolees from Southeast Asia. The immigration designations used by the Chancellor's Office and the community college districts are consistent with the designations used by the Immigration and Naturalization Service (see Visa Types).

Data routinely reported to the Chancellor's Office by the colleges on the ethnicity and visa status of their students is incomplete. Many of the colleges had not reported their student data prior to the completion of this report. Data which was reported contains large numbers of "unknown" and "other" designations for ethnicity. Colleges rely upon student self-reporting as the source of this information and the reliability of such data is questionable. Information on the academic load of refugees also is incomplete.

There are similar problems with information from other state and federal agencies. Conflicting estimates on the number of refugees residing in California and in the counties are provided by different State and Federal agencies. Differences result from differing adjustments to the data for secondary migration and differing methods of collecting data. Some State agencies rely upon Immigration and Naturalization Services figures while other agencies use figures reported by regional providers of resettlement services.

Despite these difficulties, the estimates reported here appear reasonable based upon discussions with the districts and other available data. Estimates of past and future refugee enrollments are based upon estimates of present refugee enrollments. The accuracy of these estimates and projections are dependent upon the accuracy of the Fall 1980 and Fall 1981 estimates and of the number of refugees who will settle in California. The 1982-83 refugee enrollment projection assumes the community colleges will be able to accommodate and to serve the increased number of refugees.

The estimate of refugee-generated apportionment costs for 1980-81 was based upon the average apportionment per ADA, as derived from the 1980-81 Governor's Budget, and the Chancellor's Office estimate of 1980-81 refugee generated ADA.

To determine the costs of EOPS grants to refugees, the average grant per student was derived from the 1980-81 Governor's Budget. The number of refugees/out-of-state students reported to receive EOPS grants and aid to defray tuition costs was taken from a 1981 Needs Assessment Survey by the Chancellor's Office. In using these figures, it was assumed the majority of these students were refugees rather than out-of-state students. The estimate of the costs of the Pell grants to refugee students used the average grant per student derived from the Fiscal Operations Report, 1980-81, California Community Colleges and the number of refugee/out-of-state students receiving EOPS grants for 1980-81. The number of refugee EOPS grant recipients was used because Pell grants from the foundation for most EOPS grants.

VISA TYPES

All persons born in the United States are, with rare exceptions, United States citizens. U.S. citizenship can also be acquired by naturalization through court proceedings or by certain persons born abroad of U.S. citizen parents or parent. Long residence in this country or marriage to a citizen do not, by themselves, confer citizenship on an alien.

Generally, any person not a citizen of the United States is an alien. All aliens may be grouped as follows: (This summary of a portion of the immigration laws is not intended for use as a legal reference.)

1. Immigrants - aliens who have been admitted for permanent residence.

2. Non-immigrants - aliens admitted temporarily for specific purposes and periods of time. They are generally required to carry a Form I-94 endorsed to show their status. The I-94 will bear one of the following letters indicating the status and will have a number after it (i.e. B-2, H-3, J-1, etc.):

   A. Foreign government officials on official business and their families and servants.
   B. Visitors for business or pleasure. "Business" does not include accepting employment in the United States.
   C. Aliens in travel status while traveling directly through the United States.
   D. Alien crewmen who may be given shore leave while their ship is in port, or given permission to seek a berth on another vessel. In no event may the time exceed 29 days.
   E. Treaty traders and investors and their families.
   F. Alien students admitted to attend specified schools. Students may accept employment only with written permission.
   G. Representatives and personnel of international organizations and their families and servants.
   H. Temporary workers, including agricultural laborers.
   I. Members of a foreign press, radio, film, or other information media and their families.
   J. Exchange visitors who are here under State Department approved programs of study, teaching, research, or training.
   K. Fiances and Fiancees of United States citizens and their children.
   L. Intra-company transferees and their families.

3. Parolees - aliens not otherwise admissible who are sometimes paroled into the United States at the discretion of the government; e.g., Vietnamese refugees. They are required to carry a Form I-94 endorsed to show their parole status.

TABLE 1

INDOCHINESE REFUGEE POPULATIONS BY STATE AND STATE'S PERCENT OF TOTAL REFUGEE AS OF DECEMBER 1981

State	Indochinese	Percent	State	Indochinese	Percent
Alabama	2,409	0.4	Nebraska	1,970	0.3
Alaska	459	0.1	Nevada	2,283	0.4
Arizona	3,798	0.7	New Hamshire	382	0.1
Arkansas	2,594	0.5	New Jersey	5,108	0.9
California	192,105	34.0	New Mexico	2,940	0.5
Colorado	9,014	1.6	New York	17,177	3.0
Connecticut	5,289	0.9	North Carolina	4,589	0.8
Delaware	297	0.0	North Dakota	626	0.1
District of Columbia	1,873	0.3	Ohio	7,318	1.3
Florida	9,889	1.7	Oklahoma	7,171	1.3
Georgia	6,533	1.1	Oregon	16,509	2.9
Hawaii	6,230	1.1	Pennsylvania	21,412	3.8
Idaho	1,169	0.2	Rhode Island	3,439	0.6
Illinois	21,306	3.8	South Carolina	2,137	0.4
Indiana	3,901	0.7	South Dakota	883	0.2
Iowa	8,370	1.5	Tennessee	3,274	0.6
Kansas	7,648	1.3	Texas	51,097	9.0
Kentucky	2,007	0.4	Utah	7,179	1.3
Louisiana	12,769	2.3	Vermont	299	0.0
Maine	966	0.2	Virginia	16,779	3.0
Maryland	6,185	1.1	Washington	26,277	4.6
Massachusetts	11,062	1.9	West Virginia	466	0.1
Michigan	9,229	1.6	Wisconsin	9,696	1.7
Minnesota	23,053	4.1	Wyoming	424	0.1
Mississippi	1,559	0.3	Virgin Island	328	0.1
Missouri	5,207	0.9	Guam	25	0.0
Montana	1,011	0.2	Puerto Rico	21	0.0
			Unknown	16	0.0
			Total	565,757	100.0

Source: "Refugee Reports," Refugee Resettlement Information Project, Vol. III, 4, January 29, 1982

Note: These figures do not include adjustments for secondary and tertiary migration.

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TABLE 2

INDOCHINESE REFUGEES IN CALIFORNIA
MARCH 1981

County	Total	% of Total	County	Total	% of Total
Alameda	6,864	3.9	Orange	33,165	18.6
Alpine	0	0	Placer	135	0.1
Amador	8	0	Plumas	26	0
Butte	136	0.1	Riverside	1,182	0.7
Calaveras	8	0	Sacramento	6,036	3.4
Colusa	2	0	San Benito	1	0
Contra Costa	1,502	0.8	San Bernardino	2,033	1.1
Del Norte	7	0	San Diego	18,581	10.4
El Dorado	29	0	San Francisco	17,123	9.6
Fresno	1,301	0.7	San Joaquin	3,603	2.0
Glenn	157	0.1	San Luis		
Humboldt	128	0.1	Obispo	87	0.1
Imperial	22	0	San Mateo	947	0.5
Inyo	3	0	Santa Barbara	1,043	0.6
Kern	507	0.3	Santa Clara	18,277	10.3
Kings	45	0	Santa Cruz	169	0.1
Lake	4	0	Shasta	40	0
Lassen	20	0	Sierra	0	0
Los Angeles	58,405	32.8	Siskiyou	46	0
Madera	30	0	Solano	425	0.2
Marin	637	0.4	Sonoma	1,084	0.6
Mariposa	1	0	Stanislaus	1,038	0.6
Mendocino	144	0.1	Sutter	3	0
Merced	189	0.1	Tehama	27	0
Modoc	7	0	Trinity	0	0
Mono	0	0	Tulare	214	0.2
Monterey	1,345	0.8	Tuolumne	60	0
Napa	46	0	Ventura	1,082	0.6
Nevada	10	0	Yolo	140	0.1
			Yuba	37	0
			Total	178,161	100.0

These estimates are based upon January 1980 registered aliens statistics which were adjusted for underregistration, the number of Indochinese coming directly to California from January through March, 1981, and adjustments for secondary migration from January through March 1981.

Source: Department of Finance, Report SR 81-2 (5-81), "Southeast Asian Refugees in California Counties, March 1981"

TABLE 3

INDOCHINESE REFUGEES, BY AGE AND SEX:
JANUARY 31, 1976 AND NEW ARRIVALS AUGUST 1977 - JANUARY 1979

	Population as of January 31, 1976			New Arrivals August 1977 - January 1979		
Age Group	Male	Female	Total	Male	Female	Total
0-5	14.2%	14.8%	14.5%	12.3%	15.3%	13.6%
6-11	14.6	14.7	14.7	14.6	17.2	15.7
12-17	13.5	13.3	13.4	16.4	13.6	15.2
18-24	19.6	16.9	18.3	22.5	17.9	20.6
25-34	18.3	18.2	18.2	18.7	18.8	18.8
35-44	9.5	9.1	9.3	8.6	8.0	8.3
45-62	7.0	7.4	7.2	5.8	6.8	6.2
63 +	3.2	5.6	4.4	1.2	2.4	1.6
Sex	50.7	49.3	100.0%	57.6	42.4	100.0%

Source: 1976 Data from INS alien registrations; data for new arrivals based on refugee records provided by Department of State.

TABLE 4

FAMILY SIZE OF VIETNAM REFUGEES

Family Size	% of Refugees in Such a Household
Less than 5	37.9
5	10.2
6	10.5
7	9.4
8	8.7
9 or larger	23.3

Source: Occupational Adjustment of Refugees: The Vietnamese in the United States, Barry N. Stein, Michigan State University, International Migration Review, Vol. 13, No. 1, p. 41. as cited in Indochinese Refugees in Washington, Washington State Employment Security Department, 1980.

TABLE 5

EMPLOYMENT STATUS OF PAYEE PRIOR TO U.S. ARRIVAL;
OCCUPATION OF THOSE EMPLOYED STATEWIDE
DECEMBER 1978-79

Employment Status/Occupation	Percent			
	1978		1979	
Not applicable [1]	4.5		5.4	
Employment status unknown	30.4		25.7	
Not employed	17.1		17.1	
		(52.0)		(48.2)
Industrial, semi/unskilled	3.5		3.7	
Industrial, skilled	1.2		4.7	
Clerical, sales, small business	6.4		8.9	
Farmer, farm worker	1.1		4.8	
Professional, semi-professional	8.1		7.9	
Service occupations	12.3		3.7	
Military service	10.7		12.1	
Fisherman	2.6		3.8	
Other	1.1		0.7	
Unknown	1.0		1.5	
Employed		(48.0)		(51.8)
Total	100.0		100.0	

[1] Children who were living with non-needy relatives.

Source: Department of Social Services, "Indochinese Refugee Assistance Program, Characteristic Study - April 1980."

TABLE 6

ESTIMATED PUBLICLY ASSISTED INDOCHINESE REFUGEES BY COUNTY

	Population as of March 1981 a/	Cash Recipients as of March 1981 b/
Los Angeles	58,405	33,498
Orange	33,165	21,584
San Diego	18,581	13,759
Santa Clara	18,277	12,608
San Francisco	17,123	10,074
Alameda	6,864	5,304
Sacramento	6,036	4,284
All Others	19,710	14,667
Statewide Totals	178,161	115,778

Sources: a/ From Department of Finance Report SR 81-2 (5-81), March 1981

b/ From Department of Social Services Estimates, May 1981 Subvention estimate.

TABLE 7

EDUCATIONAL LEVEL OF PAYEE PRIOR TO U. S. ARRIVAL
STATEWIDE
December 1978-79

Educational Level Prior to U.S. Arrival	Percent 1978	1979
None	4.1	5.1
Less than 9th grade	22.7	24.4
Some high school	4.7	7.9
Attending high school or equivalent	2.8	2.4
High school graduate or equivalent	17.7	11.9
Attending college, or some college	10.5	4.3
College graduate	4.1	2.2
Post graduate	1.8	1.1
Not applicable 1/	4.5	5.4
Unknown	27.1	35.3
Total	100.0	100.0

1/ Cases which had no adult were aided. Children were living with a non-needy relative.

Source: Department of Social Services, "Indochinese Refugee Assistance Program, Characteristic Study - April 1980."

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TABLE 8

COMPARISON OF ESTIMATED INDOCHINESE
REFUGEE ADA (State-Supported)
AND ESTIMATED REFUGEE ENROLLMENT

	1979-80	1980-81 % Increase over 1979-80	1980-81	1981-82 % Increase over 1980-81	1981-82	1982-83 % Increase over 1981-82	1982-83
Apportionment ADA	670,115	8.3	725,514	4.4	757,631		Undetermined
Refugee ADA	10,452	80.1	18,827	37.6	25,914	21.8	31,565
Total Enrollment (Fall)	1,248.459	10.8	1,383,236	2.4	1,416,160	1.8	1,442,140
Refugee Enrollment	16,245	80.1	29,261	41.6	41,448	21.8	50,486

Sources: "Fiscal Data Abstract, 1979-80," California Community Colleges

"AB 1369 Indochinese Growth Impact Survey," Analytical Studies Unit

Analytical Studies Unit, "Student Data System" and "130 Summary"

Department of Finance, Population Research Unit, "California Community Colleges, Projection of Fall Total Enrollment, October 1, 1981."

"Fiscal Data Abstract, 1980-81," California Community Colleges

TABLE 9

THE NUMBER OF INDOCHINESE REFUGEES BY THE MOST IMPACTED COUNTIES AND COMMUNITY COLLEGE DISTRICTS, FALL 1980 AND FALL 1981

COUNTY	ESTIMATED REFUGEE POPULATION AS OF OCTOBER 1980 1/	DISTRICT	ESTIMATED FALL 1980 REFUGEE ENROLLMENT 2/	ESTIMATED FALL 1981 REFUGEE ENROLLMENT 2/
Los Angeles	50,314	Los Angeles	1,596	3,707
		Glendale	698	912
		Mt. San Antonio	240	472
		Pasadena	778	1,061
		Long Beach	1,740	2,261
Orange	29,300	Coast	1,802	2,885
		Rancho Santiago	3,876	5,439
San Diego	16,068	Palomar	283	425
		San Diego	3,775	5,898
Santa Clara	15,677	San Jose	998	1,712
		Foothill-DeAnza	1,028	1,517
San Francisco	14,559	San Francisco	8,104	9,150
Alameda	5,825	Peralta	636	1,021
Sacramento	4,508	Los Rios	428	712
San Joaquin	2,857	San Joaquin Delta	640	528
Sub Total	139,108		26,622	37,700
Others	13,791		2,639	3,748
Total	152,899		29,261	41,448

1/ Department of Finance, Population Research Unit, "Indochinese Refugees in California Cities and Counties, 1980," January 1981.

2/ AB 1369, Indochinese Growth Impact Survey Conducted by the Analytical Studies Unit, California Community Colleges, March 1982.

TABLE 10

COMPARISON OF ADA FOR STATE SUPPORTED NONCREDIT CLASSES
OF DISTRICTS IMPACTED BY INDOCHINESE REFUGEES
ANNUAL 1978-79 THROUGH FIRST PERIOD 1980-81

County	District	Annual 1978-79	Annual 1979-80	1st Period 1980-81	Difference (Percent) 80-81 over 79-80
Los Angeles	Glendale	82	1,326	2,047	54.4
	Long Beach	712	664	1,699	155.9
	Pasadena	1,091	1,956	2,714	38.8
Orange	Coast	585	1,241	1,385	11.6
	No. Orange	2,971	5,298	5,687	7.3
	Rancho Santiago	3,670	4,378	6,245	42.6
San Diego	Palomar	151	319	477	49.5
	San Diego	9,079	10,640	15,013	41.1
Santa Clara	West Valley	46	80	238	197.5
San Francisco	San Francisco	8,761	12,318	18,628	51.2
Subtotal		27,148	38,220	54,133	41.6
All Other Districts		12,261	16,947	22,376	32.0
Statewide		39,409	55,167	76,509	38.7

NOTE: Los Rios CCD, El Camino CCD, and Los Angeles CCD were not included because of insufficient data.

Source: Fiscal services, 3/2/81, "Comparison of ADA - State Supported Noncredit Classes, Annual 1977-78 through 1st period 1980-81."

TABLE 11

LIMITED ENGLISH SPEAKING/
NONENGLISH SPEAKING K-12 ENROLLMENTS
SPRING 1980
STATE SUMMARY

Languages	Grade Level				TOTAL	
	K-6	7-9	10-12	Ungrad.	Number	Percent
Spanish	188,272	42,180	24,032	2,549	257,033	90.2
Vietnamese *	7,280	3,537	3,153	48	14,018	4.9
Cantonese**	6,230	2,030	1,888	26	10,174	3.6
Lao *	1,707	628	314	3	2,652	0.9
Cambodian *	657	256	154	4	1,071	0.4
TOTAL	204,146	48,631	29,541	2,630	284,948	100.0

*Indochinese ethnic groups
**May include Indochinese refugees

Source: California State Department of Education - Office of Bilingual Bicultural Education, " LES/NES Enrollment - State Summary - Spring 1980 - Computer Data Bical Report #80-2."

TABLE 12A

REFUGEES AND/OR OUT-OF-STATE
STUDENTS RECEIVING EOPS GRANTS AND/OR
SERVICES FOR 1979-80 AND 1980-81

College	Total Number of Students receiving EOPS grants/ services for 1979-80	Total Number of Refugees or out-of-state receiving grants or services for 1979-80	Total Number of Refugees or out-of-state receiving grants or services for 1980-81
Cerritos	423	187	198
Evergreen	322	86	512
Glendale	450	209	325
Los Angeles City	2,268	419	448
Los Angeles Valley	341	985	991
Modesto	736	268	311
Orange Coast	124	35	201
San Joaquin Delta	547	525	600
San Jose City	351	121	579
Santa Ana	368	181	316
Others	35,938	2,616	3,873
Total	41,868	5,632	8,354

Source: 1981 Needs Assessment Survey conducted by College Services Unit, Chancellor's Office, California Community Colleges.

TABLE 12B

INDOCHINESE REFUGEES RECEIVING EOPS AID TO HELP DEFRAY THE COSTS OF TUITION/FEES FOR 1979-80 AND 1980-81

College	Total Number of Refugees receiving aid to help defray tuition/fees	Total Number of Refugees receiving aid to help defray tuition/fees
Contra Costa	58	108
Evergreen Valley	41	68
Glendale	0	295
Long Beach City	51	104
Modesto	148	193
Orange Coast	35	108
San Francisco City	235	300
San Joaquin Delta	176	13
Santa Rosa	38	87
West Valley	7	94
Others	692	1,120
Total	1,481	2,490

Source: See Table 12A

TABLE 12C

COLLEGES WITH VIETNAMESE AS TARGET LANGUAGE
SERVED BY BILINGUAL COURSES

Long Beach City
Los Angeles Harbor
College of Marin
Modesto
Sacramento City
San Diego Mesa
San Francisco Community College Centers
Santa Ana

Source: 1981 Bilingual Cross-Cultural Educational Program Survey, California Commjnity Colleges, Chancellor's Office.

TABLE 13

ESTIMATED APPROPRIATIONS FOR
INDOCHINESE REFUGEES
CALIFORNIA COMMUNITY COLLEGES
1980-81

	State	Federal	Total
Extended Opportunity Programs and Services	$2.68	0	$2.68
Basic Educational Opportunity (Pell) Grants	0	$4.64	4.64
Fund for Instructional Improvement	0.03	0	0.03
Refugee Assistance Act	0	3.54	3.54
Vocational Education Act	0	0.10	0.10
Apportionment	27.5	0	27.5
	$30.21	$8.28	$38.49

Source: 1980-81 Governor's Budget
AB 1369 Indochinese Growth Impact Survey, Chancellor's Office
Fiscal Operations Report, 1980-81
See Appendix Introduction

TABLE 14A

PROJECTS PROVIDING INDIRECT BENEFITS TO REFUGEES AND SUPPORTED BY THE FUND FOR INSTRUCTIONAL IMPROVEMENT, 1980-81

District & College	Title and Description	Amount State Funded
Coast CCD Orange Coast Col.	"Professional Development for Instructors of English as a Second Language" To improve the instruction and assimilation of students whose primary language is not English	$3,000
Kern CCD Bakersfield Col.	"Modular Program in English as a Second Language" To develop a coordinated, multi-level, modular and individualized program of English as a Second Language to serve the district's large foreign speaking population of Mexicans, Chinese, Vietnamese, and Cambodians.	$7,500
Long Beach CCD Long Beach City Col.	"Machine Scored English as a Second Language Placement Test" To develop a reliable, machine scored English as a second language placement test to alleviate the slowness and inaccuracy problems caused by the use of hand-graded testing, the large influx of Asian-Pacific people, and the growing Mexican-American population.	$5,500
Los Angeles CCD Los Angeles Pierce College	"Readiness Program for Limited-English-Speaking Students" To offer limited-English-speaking permanent residence students, refugees and foreign students an opportunity to improve or acquire competency in English language skills before entering college English as a Second Language courses.	$8,463

(cont'd)

TABLE 14A (cont'd)

District & College	Title and Description	Amount State Funded
Peralta CCD College of Alameda	"Bilingual Instructional Materials for Automotive Program" To develop bilingual instruction manuals, video tapes and slide cassettes for College of Alameda's automotive program. These instructional modules will be translated into Chinese, Vietnamese and Spanish.	$6,000
TOTAL		$30,463

The above information was taken from the Board of Governors of the California Community Colleges', June 26-27, 1980, Item 8 staff presentation, "Fund for Improvement of Instruction."

TABLE 14B

PROJECTS PROVIDING INDIRECT BENEFITS TO REFUGEES AND SUPPORTED BY THE FUND FOR INSTRUCTIONAL IMPROVEMENT, 1981-82

District and College	Title and Description	Amount State Funded
Cerritos CCD Cerritos College	"Special Assistance in English for Foreign Students Enrolled in Biology" To develop a core glossary of foreign language definitions and explanations of commonly used biological terms.	$3,468
Cerritos CCD Cerritos College	"Multicultural Staff Development" A consortium effort with Rio Hondo, Mt. San Antonio, Pasadena, Compton and Long Beach College to provide multi-cultural instructional techniques to their teaching staff and provide one-hour video-tape about multicultural teaching techniques.	$3,000
Compton CCD Compton College	"Multicultural Staff Development" The consortium effort already described for Cerritos.	$3,000
Long Beach CCD Long Bach City College	"Multicultural Staff Development" The consortium effort already described for Cerritos.	$3,000
Merced CCD Merced College	"Field Testing of Instructional Materials and Teaching Strategies for Student with Language and Mathematics Deficiencies" A consortium effort with College of Sequoias, San Joaquin Delta and Fresno City College to help non-English speaking, limited English speaking, and mathematics deficient and English deficient students.	$3,750

TABLE 14B (cont'd)

District and College	Title and Description	Amount State Funded
Mt. San Antonio CCD Mt. San Antonio College	"Multicultural Staff Development" The consortium effort already described for Cerritos.	$3,000
Pasadena CCD Pasadena City College	"Multicultural Staff Development" The consortium effort already described for Cerritos.	$3,000
Rancho Santiago CCD Santa Ana College	"Multilingual Video for Beginning Typewriting Instruction" Produce a beginning typewriting video presentation in Spanish, English and Vietnamese.	$6,000
Rancho Santiago CCD	"Learning Packets and Listening Tapes for English-as-a-Second Language Instruction" Develop learning packets, listening tapes, instructions, and test instruments on possible combinations of auxillary verbs and main verbs.	$3,500
Rio Hondo CCD Rio Hondo College	"Multicultural Staff Development" The consortium effort already described for Cerritos.	$3,000
San Diego CCD San Diego Adult Center	"Computer Assisted English as a Second Language" Prepare visual and auditory presentation of standard English pronunciation, voice recognition and spelling.	$13,000

TABLE 14B (cont'd)

District and College	Title and Description	Amount State Funded
San Joaquin Delta CCD San Joaquin Delta College	"Field Testing of Instructional Materials and Teaching Strategies for Students with Language and Mathematics Deficiencies" A consortium effort already described for Merced.	$3,750
San Jose CCD Evergreen Valley College	"Using Computers in Vocational English Instruction" To develop computer software to assist limited English and non-English speaking students in the fields of automotive technology and drafting.	$8,000
Sequoias CCD College of Sequoias	"Field Testing of Instructional Materials and Teaching Strategies for Student with Language and Mathematics Deficiencies" A consortium effort already described for Merced.	$3,750
State Center CCD Fresno City College	"Field Testing of Instructional Materials and Teaching Strategies for Students with Language and Mathematics Deficiencies" A consortium effort already described for Merced.	$3,750
Sweetwater CCD Southwestern College	"Curriculum Development in Automotive and Transportation Technology" To develop bilingual instructional materials and modularized instructional units for use in the automotive-transportation technology curriculum.	$6,000
TOTAL		$69,218

Source: Board of Governors of the California Community Colleges, June 11-12, 1981, Item 3, staff presentation agenda.

TABLE 15A

CALIFORNIA COMMUNITY COLLEGES FUNDED BY THE REFUGEE ACT
AS PROVIDERS OF SERVICES TO INDOCHINESE REFUGEES, 1980-81

District or College	Services Provided	Federal Funds Provided
Chaffey CCD	ESL, VESL, Voc. Ed., Employment Services	$ 224,000
Foothill-DeAnza CCD	ESL, VESL, Vocational Services	$ 293,000
Long Beach Community Col.	ESL, VESL, Voc. Ed., Employment Services	$ 702,000
Los Angeles Harbor College	Employment Services, Social Services	$ 88,051
Pasadena CCD	ESL, Voc. Ed., Employment Services	$ 261,000
Rancho Santiago CCD	ESL, VESL	$ 601,311
San Jose CCD	VESL, Voc. Ed.	$ 235,457
San Francisco CCD	ESL, Voc. Ed., Employment Services	$ 897,900
Santa Barbara City College	ESL	$ 104,351
Yosemite CCD	Voc. Ed., ESL	$ 133,067
Total		$3,540,167

The above information was provided by the Department of Social Services.

TABLE 15B

CALIFORNIA COMMUNITY COLLEGES FUNDED BY THE REFUGEE ACT AS PROVIDERS OF SERVICES TO INDOCHINESE REFUGEES, 1981-82

District or College	Services Provided	Federal Funds Provided 1/
Long Beach CCD	ESL, VESL, Voc. Trng. (aides), Employment	$ 349,529
Rancho Santiago CCD	ESL, VESL, Voc. Trng.	$ 417,311
Chaffey CCD	ESL, VESL, Voc. Trng. Employment	$ 96,206
San Francisco CCD	ESL	$ 73,150
San Joaquin Delta CCD	VESL, Voc. Trng., Employment	$ 76,217
Yosemite CCD	ESL	$ 36,628
Santa Barbara City College	ESL, VESL	$ 57,424
Total		$1,106,465

The above information was provided by the Department of Social Services

1/ These are six-month contracts funded only through March 31, 1982.

TABLE 16

VOCATIONAL EDUCATION, SUBPART 3 FUNDED PROJECTS
1980-81

Title and Description	Awarded to	Amount
"Community Colleges Vocational Ed. Curriculum Inventory and Dissemination of Materials Useful to LES/NES Occupational Students" Develop an inventory and classification system for vocational education curriculum materials to serve limited-English-speaking students with emphasis on Indochinese.	San Jose CCD (Evergreen College)	$30,000
"A Vocational Career Counseling Course for Limited-and Non-English-Speaking Community College Students (Indochinese)" To identify career counseling materials/techniques that are already in Vietnamese, or can be translated into Vietnamese, or if needed, to create new materials in Vietnamese.	San Jose CCD (San Jose City College)	$69,993
Total		$99,993

Sources: College Services Unit, Chancellor's Office.

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